



Nevada Department of Education

Nevada School Counseling Program

Standards for a Comprehensive Guidance Program K-12

Academic, Career, and Personal/Social Development

Adopted by the State Board of Education /
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SCHOOL COUNSELING COMPREHENSIVE MISSION STATEMENT

The Nevada Department of Education, Office of Career, Technical, and Adult Education, advocates and provides leadership for professional school counselors by establishing the framework for a comprehensive school counseling program which promotes integrity and accountability to ensure all students' academic, career, and personal/social success.

SCHOOL COUNSELING PHILOSOPHY STATEMENT

Nevada professional school counselors believe every child can learn, and that all students have an equal right to participate in a comprehensive school counseling program delivered by a state-certified master's-degree-level school counselor. The Nevada School Counseling Program aligns with the philosophy and goals of the American School Counselor Association (ASCA) National Standards, which are based on specified goals and developmental student competencies for all students K-12. The following principles are the foundation for the Nevada School Counseling Program:

- All students' ethnic, cultural, racial differences and special needs are considered in planning and implementing a comprehensive school counseling program.
- There is a collaborative effort among counselors, administration, teachers, parents, and the community to ensure academic, career, and personal social development.
- The school counseling program should be evaluated by a counseling supervisor on specified goals and agreed upon student competencies.
- School counselors adhere to ethical standards and regularly participate in professional development.
- The school counseling programs utilizes data to drive program development and evaluation.

SCHOOL COUNSELING RATIONALE

School counselors provide a system that encourages and promotes academic, career, and personal social development in preparation for the challenges of the 21st century. This system:

- Is comprehensive in scope
- Is preventative in design
- Is developmental in nature
- Is an integral part of the total educational program
- Designs a delivery system
- Is implemented by a state-credentialed school counselor
- Is conducted in collaboration
- Monitors student progress
- Is driven by data
- Seeks improvement
- Shares successes

NEVADA SCHOOL COUNSELING GOALS

The following goals cannot be implemented with integrity without the support of the Nevada State Department of Education.

- Attract and retain highly qualified professional school counselors
- Increase support at the state level to further school counseling programs in Nevada
- Work to remove academic, career and personal/social barriers to K-12 students' success
- Assist in state-wide implementation of the comprehensive school counseling program

A = Academic Development Domain

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Demonstrate a positive interest in learning
- A:A1.3 Demonstrate pride in work and achievement
- A:A1.4 Recognize mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Develop Skills for Improving Learning

- A:A2.1 Employ time and task management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communication skills to ask for help when appropriate
- A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- A:A3.1 Accept responsibility for your actions
- A:A3.2 Demonstrate the ability to work independently, as well as cooperatively with others
- A:A3.3 Explore a broad range of interests and abilities
- A:A3.4 Model dependability, productivity and initiative
- A:A3.5 Analyze and apply knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

- A:B1.1 Cultivate the motivation and work ethic to achieve individual potential
- A:B1.2 Identify and apply critical-thinking skills
- A:B1.3 Identify and apply the study skills necessary for academic success at each level
- A:B1.4 Acquire information and support from faculty, staff, family and peers
- A:B1.5 Integrate and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Demonstrate self-directed and independent learning

A:B2 Plan to Achieve Goals

- A:B2.1 Develop challenging academic goals in elementary, middle/junior high and high school
- A:B2.2 Use assessment results in educational planning
- A:B2.3 Develop and implement an annual academic plan to maximize abilities and achievements
- A:B2.4 Integrate aptitudes and interests into goal setting
- A:B2.5 Use problem solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Describe the relationship between classroom performance and success in school
- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and in the community.

A:C1 Relate School to Life Experiences

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- A:C1.2 Participate in co-curricular and community experiences to enhance the school experience
- A:C1.3 Describe the relationship between lifelong learning and work
- A:C1.4 Explain the value of lifelong learning as essential to pursuing, obtaining and maintaining life goals
- A:C1.5 Correlate school performance with the transition from student to community member
- A:C1.6 Recognize how school success and academic achievement enhance future career and vocational opportunities

C = Career Development Domain

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

- C:A1.1 Locate, evaluate and interpret career information
- C:A1.2 Explore a variety of traditional and nontraditional occupations
- C:A1.3 Identify personal abilities, skills, interests and motivations
- C:A1.4 Interact and work cooperatively in teams
- C:A1.5 Develop decision-making and goal-setting skills
- C:A1.6 Recognize the value of planning
- C:A1.7 Pursue and develop competency in areas of interest
- C:A1.8 Explore hobbies and vocational interests
- C:A1.9 Recognize the ramifications of the use of social media as it relates to the world of work

C:A2 Develop Employment Readiness

- C:A2.1 Develop employability skills such as teamwork, problem solving and organizational skills
- C:A2.2 Apply employment readiness skills to access employment opportunities
- C:A2.3 Demonstrate knowledge about the evolving workplace
- C:A2.4 Identify the rights and responsibilities of employers and employees
- C:A2.5 Respect individual uniqueness in the workplace
- C:A2.6 Develop résumé-writing skills
- C:A2.7 Cultivate a positive attitude toward work and learning
- C:A2.8 Recognize the importance of a positive work ethic
- C:A2.9 Use effective time and task management skills

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Use research and information resources to obtain career information
- C:B1.5 Use technology to access career-planning information
- C:B1.6 Investigate traditional and nontraditional career opportunities
- C:B1.7 Describe the impact of a changing global economy, and a diverse society on employment trends and lifelong learning

C:B2 Identify Career Goals

- C:B2.1 Identify the education and training needed to achieve career goals
- C:B2.2 Assess and modify academic plans to support career goals
- C:B2.3 Apply employability and work readiness skills in internships, mentoring, job-shadowing and/or other work experiences
- C:B2.4 Select course work related to career goals
- C:B2.5 Maintain a career-planning portfolio

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

- C:C1.1 Connect the relationship between educational achievement and career opportunities
- C:C1.2 Explain how career satisfaction can lead to personal and professional fulfillment
- C:C1.3 Identify interests and aptitudes influencing career choices
- C:C1.4 Recognize that the changing workplace requires lifelong learning and acquisition of new skills
- C:C1.5 Describe the impact of career choices on daily life
- C:C1.6 Recognize the importance of equity and access in career choice

C:C2 Apply Skills to Achieve Career Goals

- C:C2.1 Correlate the relationship between interests, abilities and achievement to personal, social, educational and career goals
- C:C2.2 Use conflict management skills with peers and adults
- C:C2.3 Work cooperatively with others
- C:C2.4 Apply academic and employment readiness skills in work-based learning experiences

PS = Personal/Social Development Domain

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as student's progress through school and into adulthood.

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge

- PS:A1.1 Develop positive attitudes toward self
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.3 Develop a goal-setting strategy
- PS:A1.4 Recognize change is a part of personal growth
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy
- PS:A1.8 Explain the need for self-control
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

- PS:A2.1 Recognize that each individual has rights and responsibilities
- PS:A2.2 Recognize alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences including ethnic and cultural diversity
- PS:A2.4 Recognize and respect differences in various family configurations
- PS:A2.5 Recognize that communication involves speaking, listening and nonverbal behavior
- PS:A2.6 Use effective communications skills
- PS:A2.7 Use friendship building skills to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application

- PS:B1.1 Use a decision-making and problem solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Recognize when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Explain the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Differentiate between appropriate and inappropriate contact
- PS:C1.4 Demonstrate the ability to set personal boundaries to protect rights and privacy
- PS:C1.5 Differentiate between situations requiring peer support, and situations requiring adult support
- PS:C1.6 Identify and access resources in the school and community
- PS:C1.7 Apply problem solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Identify positive behaviors and activities to prevent substance use and abuse
- PS:C1.9 Identify healthy techniques for managing stress, peer pressure, conflict and other life events

PS:C2 Acquire Personal Safety Skills Relating to Electronic Technology

- PS:C2.1 Demonstrate safe disclosure of personal information
- PS:C2.2 Explain the relationship between rules, laws, safety and protecting individual rights and privacy
- PS:C2.3 Differentiate between appropriate and inappropriate behaviors when using electronic technology
- PS:C2.4 Demonstrate the ability to set rules and enable privacy settings
- PS:C2.5 Differentiate between circumstances requiring peer support, adult support and other resources
- PS:C2.6 Apply problem solving and decision-making skills to make safe and healthy choices
- PS:C2.7 Identify healthy techniques for managing stress, peer pressure and conflict
- PS:C2.8 Demonstrate the ability to set boundaries to protect the rights and privacy of self and others
- PS:C2.9 Identify the impact of behavior and responsible citizenship in the digital world

APPENDIX A

EMPLOYABILITY SKILLS FOR CAREER READINESS

Employability skills, often referred to as soft skills, have for many years been a recognizable component of standards and curriculum in career and technical education (CTE) programs.

After considerable review to verify alignment with the employability skill standards currently in the Nevada Administrative Code and alignment with national standards, such as those in the 21st Century Skills, the Department of Education with the support of key stakeholders supports the implementation of the twenty-one Workplace Readiness standards used by the Commonwealth of Virginia. Those standards were validated through extensive research conducted by the Weldon Cooper Center of the University of Virginia and an industry review process involving more than three hundred employers. In Nevada, the Workplace Readiness Standards were presented to focus groups and to the State Career and Technical Education Advisory Council, and endorsed by a significant majority of each.

The twenty-one standards are organized in three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. The standards provide a means through which students may acquire and exhibit leadership qualities, as leadership development principles are embedded in most, if not all, of the standards.

Standard 1: Demonstrate Personal Qualities and People Skills

- 1.1.1 Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand
- 1.1.2 Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability
- 1.1.3 Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed
- 1.1.4 Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace
- 1.1.5 Demonstrate diversity awareness by working well with all customers and coworkers
- 1.1.6 Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues
- 1.1.7 Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative

Standard 2: Demonstrate Professional Knowledge and Skills

- 1.2.1 Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions
- 1.2.2 Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly
- 1.2.3 Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks
- 1.2.4 Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health
- 1.2.5 Demonstrate understanding of workplace organizations, systems, and climates by identifying “big picture” issues and fulfilling the mission of the workplace
- 1.2.6 Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills
- 1.2.7 Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion
- 1.2.8 Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work
- 1.2.9 Demonstrate mathematics skills by using mathematical reasoning to accomplish tasks
- 1.2.10 Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service

Standard 3: Demonstrate Technology Knowledge and Skills

- 1.3.1 Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner
- 1.3.2 Demonstrate proficiency with information technology by using computers, file management techniques, and software/programs effectively
- 1.3.3 Demonstrate proper Internet use and security by using the Internet appropriately for work
- 1.3.4 Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications